

Tolland Middle School Mastery Learning

TMS Grading Scales grades for academic skills will be separated from any behavioral considerations. This is an important step in Mastery grading. The Academic Skills based grade that a student receives has to reflect the student's learning and/or ability relative to a skill, competency, academic content, standard and/or indicator category. Doing so provides more detailed information about the student's learning and ability level, and provides a method of mitigating misrepresentation of the student's actual skill acquisition by excluding considerations that do not relate directly to a student's level of skill and knowledge in that area.

The numerical grading scale for TMS is as follows:

100 – 90 – Advanced Understanding (Level of Mastery)

89 – 80 – Developed (Level of Mastery)

79 – 65 – Proficient (Level of Mastery)

64 or less - Limited Evidence of Skill/Content Acquisition

Grades in Power School will be represented numerically. No letter grades will be associated with the numerical grade.

SOAR Report

A "SOAR Report" is a student behavioral assessment used for reporting student behavioral performance in each class relative to the school's core values of Safety, Ownership, Active Learning, and Respect. The purpose of the SOAR report is to evolve beyond the practice of simply reporting behaviors on a "progress" report in which the student is a passive recipient of a rating. Students complete a "self" report to reflect on their behavior with each teacher and class they have. Each teacher will then review the reports for accuracy and make recommendations if necessary. These will be scored in Power School at the close of each marking period for all classes. The results will be reflected in Power School as follows: 4 (exemplary), 3 (proficient), 2 (developing), or a 1 (below standard).

TMS Re-assessment/retake procedure for formative assessments

If the majority of the class performed poorly on a formative assessment (more than 50%) the assessment is not to be considered in any student's grade. Instead, re-teaching and re-assessment should occur.

Students who perform below a 65 on any formative assessment will be required to participate in a remediation session and be reassessed within a two week period. A remediation session can be, but not limited to a packet, activity, or assignment provided by the teacher, completed by the student prior to the re-assessment. The score recorded in power school will be the highest grade earned, although a student's original score can be noted in the comments. If a student refuses to take the re-assessment, the original score will be entered into Power School. If a student performs below a 65 on the re-assessment, that student will have the highest grade earned entered into Power School. Students have one opportunity to reassess and will be assigned a date to take the reassessment up to two weeks after the original assessment provided they participate in a remediation session determined by the teacher. If a student is being reassessed frequently the team teachers will discuss the student's performance and formulate a plan, EIP, or referral to Tier II or III services as appropriate.

Students who score a 65 or above on a formative assessment have the option of re-assessing. The student will be responsible for seeking out the teacher to request a re-assessment. Once the student has expressed an interest to reassess and spoken with the teacher, the teacher will discuss with the student what type of remediation needs to occur, when and how that will take place. The teacher will assign a date to take the reassessment up to two weeks after the original assessment provided they participate in a remediation session determined by the teacher. The score recorded in power school will be the highest grade earned, although a student's original score can be noted in the comments. Reassessments will occur at the teacher's discretion, after school or during TMS extended block.

Please see the Evaluation Example Matrix in the Appendix of this document for examples of which assessments are, and are not, subject to re-assessment.

Academic Practice

Academic Practice replaces the term "homework." Anything that is designed to reinforce, but will not be used to assess progress on academic content or skills, is Academic Practice. In other words, if an assignment provides information or data about how a student is progressing on one of the learning indicators/categories it is considered an assessment and is part of the Academic Grade. If an assignment is designed to reinforce an understanding (drill and practice math problems, task completion, preparation for class, reading to prep for the next day's class activity, etc.) and will not be used to assess progress on skills or content, that is considered Academic Practice and a student's performance in this area would be evaluated through a behavioral report (see the SOAR Report section below). Students who refuse to do their work (Assessment or Academic Practice) perform poorly, or whom complete work in a way that is not conducive to learning will be assigned to one of the following academic supports: TMS Academic Assistance Program, Academic Lab, time after school with teacher, or extended block (X-Block). The teacher will communicate to the parents through email or a phone call to share concerns and steps taken to assist the student in meeting academic expectations.

Student Academic Assistance Opportunities

TMS After School Academy

This program is staffed by teachers or paraprofessionals after school from 2:30-4:10, Monday through Thursday. Teachers may refer a student to the academy for additional support. The teacher will contact a parent to let them know which day their child has been assigned to the academy. Students either take the late bus home, or be picked up at 4:10 PM.

Academic Lab

The lab is staffed by a paraprofessional at various times during the school day. Teachers have the option to utilize this space for students to reassess during the school day if and when it is conducive to student learning.

Students who demonstrate a continued need for these services will be considered for Tier II and III supports.

Evaluation Example Matrix

| Assessment Category | Assessment Type | Main Record location | Description | Examples | Subject to Re-assessment |
|-----------------------------------|-------------------------------------|---|--|--|--------------------------|
| Academic Practice | Drill and Practice, work completion | Power School (as non-graded), teacher notebooks | Assignments designed to reinforce classroom learning. Assignments checked for completion but not necessarily for skill acquisition. | Reading and answering general questions (questions designed mainly to ascertain if the student <i>completed</i> the task, not for any academic skill), math drill and practice, pre-reading for upcoming content or lesson. Journal writing (unless assessed for specific skills), task completion, preparation for class. | No |
| Class Assessments | Quasi-Formative* | Power School (counts towards omnibus grade), | <i>Classroom assessments.</i> Assessments that can be different for each class and suited/adjusted to the instructional needs of individual students or <i>class</i> populations. These are implemented to generate information about student skill acquisition during the process of learning material and should be utilized for the purpose of providing feedback/data for both student and teacher to modify teaching and learning activities. | Quiz, Test, short writing activity, daily or weekly project, check-for-understanding, assignments (take home or otherwise) that will be reviewed by the teacher for skill/content acquisition and for which <i>feedback is provided</i> to help students better understand content, and better apply skills, and <i>individual student progress</i> is reviewed for the purpose of assessing and adjusting instruction and/or learning strategies. | Yes |
| Common / Unit / Final Assessments | Summative | Power School (omnibus grade), Mastery Manager, NWEA | <i>Common Summative Assessments.</i> Assessments that are designed to determine an individual student and student group's acquisition of skills and content knowledge. It is used primarily to see whether instruction, strategies, and formative assessments were accurate and successful in measuring and facilitating student acquisition of skills and knowledge. These are uniform assessments given to multiple classrooms, and/or an entire grade or school population of learners. | SBAC, NWEA, Unit Assessments, Benchmark Tests, Common Assessments | No |

- Formatives as defined above are more *obtrusive* assessments (Marazano, Formative Assessments and Standards based Grading, 2010). They could be considered summative as formative assessments are typically happen *during* instruction and while used to assess, are not cumulative. The use of the term formative is in the context of assessing and adjusting for our Unit/Benchmark/NWEA/Common assessments. Our re-assessment policy as well as our use of classroom assessments makes our *class assessments* more formative in nature. Thus the Quasi-Formative rating.

SOAR REPORT Student Self - Reflection

Name: _____ Class: _____

Teacher: _____

| | T1 | T2 | T3 | 4-Exemplary 3-Proficient 2-Developing 1 -Below Standard | T1 | T2 | T3 |
|---|----|----|----|---|----|----|----|
| SAFETY | | | | ACTIVE LEARNING | | | |
| Follows all TMS/Class rules, procedures, and safety expectations | | | | Is alert and engaged during class (making eye contact and paying attention to the speaker, materials are out and ready, following directions) | | | |
| OWNERSHIP | | | | Asks and responds to questions; participates in class discussions | | | |
| Shows self-control in class; focus is on academic conversations | | | | Works well with others | | | |
| Comes to class prepared with assigned work and all materials needed for class | | | | Actively participates when working in groups | | | |
| Materials/binders/ notebooks appropriately organized | | | | Stays focused on tasks | | | |
| Comes to class on time | | | | RESPECT | | | |
| Turns in work on time | | | | Shows self-respect and takes pride in doing work completely and neatly | | | |
| Completes missed/make-up work | | | | Uses appropriate non-verbal communication/body language towards others | | | |
| | | | | Uses appropriate verbal communication/words toward others | | | |

| | |
|----------------------|----------------------|
| Q 1 COMMENTS: | Q 3 COMMENTS: |
| Q 2 COMMENTS: | Q 4 COMMENTS: |

SOAR Report

Rubric

| Parent Standard # | TMS Report Language | Classroom Behavior/Evidence |
|-------------------|---------------------|--|
| 4 | Exemplary | <u>All 4's</u> in individual attributes (always) |
| 3 | Proficient | <u>Mostly 3's</u> in individual attributes (most of the time) |
| 2 | Developing | <u>Mostly 2's</u> in individual attributes (prompting still needed) |
| 1 | Below Standard | <u>Mostly 1's</u> in individual attributes (no response to teacher prompting) |

***Teachers will decide parent standard score if there is a tie in a category. Example: three 3's and three 2's